**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

|  |  |
| --- | --- |
| **Discipline: American Sign Language** | **Date 01/22/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Kevin McLellan**  **Melissa B. Smith**  **Kevin Struxness** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The American Sign Language Program educates our students and community in the language and culture of a historically under-represented linguistic minority little known by the world at large. Not only can we help students to satisfy their "Language Other than English" requirements but we also train students to become professional ASL/English Interpreters. By doing so, we support the local and national deaf community in providing access to vital services such as educational, medical, legal, entertainment, and other fundamental human needs, while providing our students with the ability to attain lucrative employment. Overall, our program's goal is:**  **1. To aid students in learning more about themselves and their own culture by finding how outsiders view them, which may cause them to re-think how they think regarding human variation.**  **2. To develop tolerance for differences.**  **3. To learn human universals despite superficial differences while learning how human lanaguage can exist in different modalities and that Deaf people are also linguistic and cultural beings on par with other humans.**  **4. To overcome the fear of the unknown.**  **5. To discover the incredible resilience and amazing possibilities of human beings.**  **6. To prepare students for employment with Deaf and hard-of-hearing people.**  **While achieving these goals, we provide our students with the tools to develop strong skills for cross-cultural functionality to prepare them for successful interaction in our diverse world.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our mission statement aligns with Palomar College's Mission Statement by engaging our diverse student population in learning how to interact successfully with others in the educational environment. We prepare students for transfer to four-year universities by satisfying their foreign languge requirements. Our classes satisfy Humanities requirements for their general education. We provide technical training in the fields of cross-language translation and cross-cultural interpretation. Our learning outcomes for our students help them contribute as individuals and global citizens by giving them the intellectual tools to recognize cross-cultural conflicts and how to avoid and resolve them.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

|  |
| --- |
| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **We have not yet made an official approach to the Curriculum Committee for establishing a new "ASL/Deaf Studies Degree." No actual curriculum changes or additional courses need to be developed for this degree.**   1. **How did you implement and evaluate those curriculum changes?**   **NA**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We would like to offer day Interpreting classes, but this would require hiring an additional full-time Interpreter faculty member.**   1. **How did you implement and evaluate those class scheduling changes?**   **Nothing can be done until we are approved to hire an additional Interpreter Trainer.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **In order for our program to gain accreditation, we are required to have at least two full-time faculty Interpreter Trainers in the interpreting Program. Also, due to considerable growth in course offerings in ASL/Deaf Studies, an additional full-time faculty in ASL/Deaf studies is warranted to assist with teaching load, part-time faculty evaluations, SLOs, curriculum development, etc.**   1. **What is the current status of the plan you articulated?**   **We have requested two full-time positions, one for Interpreter Trainer and one for ASL/Deaf Studies, but neither have been approved.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$14,920.00**   1. **How were those funds spent?**   **We purchased 10 Mac laptops for a total of $13,358; the remaining $1,562 was used to purchase DVD's to replace some of our existing VHS tapes.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **NA**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Equipment in the current ASL/Interpreting Lab is outdated. Some of the equipment is beginning to fail. This year, interpreting students in the final semester (Spring 2014) of the interpreting program have used the Mac laptops. While waiting for access to our new lab in the Humanities building, these laptops have provided a "mobile lab." This allows the students to record their interpreting work for self-analysis and instructor review/feedback, both of which are an integral part of the evaluation of our students' progress, especially in the Interpreting Program.**   1. **Number of students affected**   **Fall '13 ASL and Interpreting classes = 804, Spring '14 ASL and Interpreting classes 832**   1. **Other**   **We have only just received the funds and made the purchases. Therefore, it is too soon to report impact.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **We have only just received the funds and made the purchases. Therefore, it is too soon to report impact.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

|  |
| --- |
| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Even though our cap for courses in ASL was lowered to 25, the number of sections have increased.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The increase in the number of sections and consistently high waiting list supports our goal of creating an AS degree in ASL/Deaf Studies.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **Conducting SLOs, compiling, and analyzing data.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Course SLOs are excellent. SLOs address our students' ability to discuss a range of personal information and have shown considerable success at being able to do so by the time we assess each SLO. Nothing will change at this time.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Students are performing well on exit exams from the Interpreting program. Revision of program SLO's could be warranted, for example, allowing for a more specific measurement of the degree of accuracy with which our students interpret an unrehearsed text.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **For 4 of the past 5 years, potential graduates' unrehearsed interpretations have been rated by a panel that included at least 2 Palomar College interpreting instructors and an outside community member. All three readers hold National Certification as Professional interpreters. Approximately 75% of our interpreting students go on to advanced degrees and/or obtaining positions as interpreters in the community.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **The outlook for our present and future students is positive with respect to their success in gaining local certification, finding positions in interpreting, or to springboarding into a related academic program of study.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **According to the Occupational Outlook Handbook released by the Bureau of Labor Statistics (2013), “Employment of interpreters and translators is expected to grow 42 percent from 2010 to 2020, much faster than the average for all occupations…Job opportunities should be best for those who have professional certification.” It also indicates that a Bachelor’s degree is required for entry-level work and that long-term on-the-job training will occur.**  **Labor Market data indicates that curriculum offerings and availability of classes need to be expanded.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Strongly qualified Interpreting faculty.**  **Palomar College Interpreting Progam has an excellent reputation locally and nationally.**  **Students with AA degrees successfully compete with students from four-year degree programs.**   1. **Weaknesses**   **The amount of work required from both students and teachers of Interpreting exceeds markedly what is characteristic of an Associate Degree program.**  **As a result of workload and academic rigor, retention of students from the first level of the Interpreting Program to the fourth is low. The workload and rigor, however, are what set this program apart from others in the country. The pressure does create diamonds of our 4th semester students.**   1. **Opportunities**   **Creating AA to BA partnerships; gaining accreditation**   1. **Challenges**   **Tremendous workload for both interpreting students and interpreting faculty. In order to help our students achieve the level of skill required to exit from our Interpreting Program and successfully enter the workforce, instructors must spend an inordinate amount of time with each student. Evaluation of interpreting skills requires considerable time spent one-on-one (instructor with student). This kind of time-intensive instruction and evaluation is costly. Nevertheless, it is this kind of time-intensive instruction that makes Palomar College's Interpreting Program nationally renowned. With respect to our ASL program, in particular ASL I-III, we cannot keep up with the student demand, given our current staffing.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

|  |  |
| --- | --- |
| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **To hire a full-time faculty Interpreter Trainer** |
| **Plans/Strategies for implementation** | **To apply and hope for approval to begin** |
| **Outcome(s) expected (qualitative/quantitative)** | **Having two full-time faculty members working collaboratively would provide a more balanced and effective Interpreting program. Examples of areas outside of the classroom that need further development beyond what a single faculty member with no release time can be expected to accomplish include: seeking national accreditation by the Commission on Collegiate Interpreter Education, allowing for a broader perspective on curriculum enhancement and program cohesion, developing and augmenting community partnerships for internships, service learning, and other in-the-field opportunities.** |
| **GOAL #2** | |
| **Program or discipline goal** | **To hire one full-time ASL/Deaf Studies faculty** |
| **Plans/Strategies for implementation** | **To apply and hope for approval** |
| **Outcome(s) expected (qualitative/quantitative)** | **To expand full-time ASL faculty to serve students and participate in faculty duties** |
| **GOAL #3** | |
| **Program or discipline goal** | **With courses already in place, we want to develop a new ASL/Deaf Studies degree for the first two years of study.** |
| **Plans/Strategies for implementation** | **Submit plans to Curriculum Committee.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be able to attain a degree for their first two years in ASL/Deaf Studies.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **To hire one full-time and one part-time ASL Lab Technician** |
| **Plans/Strategies for implementation** | **Hoping for approval** |
| **Outcome(s) expected (qualitative/quantitative)** | **Will not have to rely only on high turn-over student workers and have to do continual training.** |

|  |
| --- |
| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **The goals of the ASL-English Interpreting Program are well-aligned with the Palomar College Mission Statement. Our goals support a diverse population of students, educating them for transfer and general education. Our goals are to prepare them for an interdependent world while providing cultural and linguistic enrichment. Our goals are to provide our students with cross-cultural and linguistic tools they can use thoughout their entire lives.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Currently our greatest area of need for improvement is in goal 3: Human Resources, Objective 3.1. The interpreting program is in desperate need of a second full-time Interpreting Program faculty member to assist with administrative, curricular, instructional, and outreach activities.**  **In addition, the American Sign Language/Interpreting Lab has a tremendous need for a permanent staff position. We currently employ three temporary hourly workers and one student worker in the ASL/Interpreting Lab. Turnover of student workers is quite frequent as students graduate and move on to employment or higher education. Temporary workers are limited to a two-year term. Because the lab is an all-signing environment, recruiting and training student employees is difficult. Lab staff must have competency in ASL, which requires at least 4 semesters of study before they can effectively communicate with ASL students and faculty who have a wide range of language competencies. By the time student employees have the knowledge and skills they need to effectively do their jobs, they graduate and the search is on for replacement workers. By the time temporary workers are well versed in their duties, their term is over. Often, we can not locate employees until classes begin, so we scramble at the beginning of many semesters to identify potential student workers, check references, have them fill out paperwork and complete fingerprinting and TB requirements, send the approval request to the Governing Board, provide rushed training, and have them begin working. As a result, relying on temporary workers often leaves us with too little or no lab oversight until we can fill staffing needs. In order to alleviate these difficulties, one full-time permanent lab staff position is essential to providing the program with the stability it needs.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.** |

|  |
| --- |
| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **High quality headsets with microphones that can reduce background noise** |  | **1** | **3** |  | **$1,360** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Camtasia video editing software** | **ASL and Interpreting competency** | **1** | **1** | **Since ASL is a visual language, it is imperative to have equipment and software that allows for students to record their interpretations. It is beneficial for them to capture the source language video as well. Camtasia allows students to capture the video from a clip uploaded by the instructor and simultaneously capture a video of themselves. This allows for side-by-side analysis to see where the interpretation is effective and where it needs revision. The software will be installed on lab computers and laptops designated for use by interpreting students and interpreting faculty. Camtasia for 10 laptops and one faculty computer have already been purchased.** | **$1,800** |
| **d2.** | **Roxio Toast DVD burning software** | **ASL and Interpreting competency** | **1** | **2** | **Students who sign or interpret ASL projects need a way to record the project. Roxio Toast will allow them to make a DVD of their work. The video could then be played on any computer or any DVD player for later review or as a part of a professional portfolio. Portfolios can then be shared with prospective employers or internship sites and coordinators. The software will be installed on lab computers and laptops designated for use by interpreting students and interpreting faculty.** | **$3,000** |
| **d3.** | **Fuzebox** | **ASL and Interpreting competency** | **1** | **4** | **Fuzebox is a program that allows instructors to upload video content that can be viewed by all students simultaneously to record interpretations with the source video on separate computers.** | **$100** |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **1 full-time classified ASL Lab Tech** | **4.1** | **1.2, 1.3, 3.1** | **1** | **Tremendous turnover with student workers and much additional training is required. Need more lab continuity To hire the best support staff for our students' benefit. Skills required for such a position include fluency in ASL and sign language recording.** | **$46,219** |
| **2.** | **1 part-time classified ASL Lab Tech** | **4.1** | **1.2, 1.3, 3.1** | **2** | **To reduce the ever-constant hiring of student workers. Need for lab continuity, reduce the burden of continual training of lab staff. Skills required for such a position include fluency in ASL and sign language recording.** | **$17,100** |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**